

RELATIONSHIP BETWEEN LEARNING AND SOCIAL INFORMATION NEEDS OF STUDENTS AGAINST ONLINE MEDIA DEPENDENCE

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Abstract: The development of Information and Communication Technology (ICT) has changed the habits of many students in seeking information, studying, and social interaction. Practitioners and academics are concerned about online media and its impact, as evidence of current ICT advances. This study aims to determine the relationship between information, learning, and social needs toward dependence on the use of online media among students in Indonesia. Method: Samples are taken from 111 students by accidental sampling method. The mixed method produces comprehensive research, both through quantitative and qualitative methods. Quantitative method, the information need (X1) is positively and significantly related to dependence using online media (Y) partially as indicated by the t-count value of $3.730 \geq 1.660$ with the significance level of $0.02 \leq 0.05$. Learning need (X2) has a positive and significant relationship to dependence on using online media (Y) as indicated by a t-count value of $1.099 \leq 1.660$ with a significance level of $0.01 \leq 0.05$. Social need (X3) has a positive and significant relationship to dependence on using online media (Y) as indicated by a t-count value of $1.999 \geq 1.660$ with a significance level of $0.01 \leq 0.05$.

Keywords: ICT, Online Media, Information Need, Learning Need, Social Need

1. Introduction

The development of Information and Communication Technology (ICT) and its implementation in organizations has changed the way of sharing and transferring information and reshaped intra- and inter-organizational life and culture (Rahmani et al., 2023). Students have many assignments and presentations that require them to seek academic information independently. Academic information is needed for various purposes, which are doing assignments, making papers, discussions, exams and thesis. (Humbhi et al., 2022). At the national level, online media is used for being one of the four strategic elements in the national policy paper on student digital fluency (Hyldegård, 2014). Students easily get information by online searching. The information fulfil curiosity, add insight, and help students do assignments.

Media online adalah kunci teknologi informasi dan komunikasi yang mengarah ke seluruh dunia perubahan Online media is a crucial information and communication technology leading to worldwide revolutionary changes in the information scenario. Therefore, online media also allows students to interact with each from different locations at the same time (Affum, 2022).

Online journals, the availability of several resources, and social media have encouraged studies of the behaviour of information users, which is students (Groote et al., 2014).

The advantages of online media as learning media allow students to choose the information which suit their needs. (Ivanović, 2014). Based on data from learning technology, online media can provide students with timely feedback and add insights that can improve learning progress and enable independent study. (Banihashem et al., 2022). Online education pros providing personalize education with the needs and expand the learning environment with digital media. (Versteijlen et al., 2017). Cumulative experience in online learning results in improved learning outcomes; 'tutor' responses from sample online learning platforms serve as instructor feedback. The importance of meta-cognitive abilities in developing skills is also supported; it enables students to learn independently in order to achieve higher learning outcomes. (McIntyre, 2022). Collaborative learning in the online environment proposes a new learning theory called connectivism specifically for the digital era. Connectivism theory emphasizes the relationship between learners and various sources of knowledge from other people and groups which have the same interests, from online media and learning management systems. (Pavalache-Iliea & Cocorada, 2014).

Apart from being a technology that facilitates information search and learning, online media can also enable the fulfillment of social and emotional needs of users. (Odu & Preez, 2022). The use of online media for social interaction if not followed by a selective and rational attitude have negative impacts, such as the emergence of addiction and disruption in lifestyles. (Sosiady et al., 2022). Several researches have obtained data from students which stating the advantage of using online media is communicate smoothly, while the biggest disadvantage is the dependence. High online media dependence among young user (Evgin, 2021). Online media dependence as a social aspect is described as a mental or emotional disorder in a person's psychological condition caused by excessive use of online media. (Ajibade et al., 2022) states that the dependence on online media is common among college students and this dependence is harmful to their mental health. (Sujarwoto et al., 2023) because of the increasing dependence of students on the use of online media in life, it can have an impact on student behavior comparing themselves to others or developing high unrealistic expectations for themselves. This can lead to several consequences, such as depression, stress, and anxiety, and can increase or decrease these emotions in student life. (Chen & Xiao, 2022).

This research contributes in knowing the relationship between information needs, learning needs and social needs of students on online media dependence and examines the resulting impact in identifying the role of online media for students, especially as a step for academics and parents to prevent positive and negative impacts.

2. Literature Review

Online Media Addiction

The recent popularity of online media and their various applications have brought about a number of significant educational, economic, political, social and cultural changes. New technologies of digital platforms have influenced media-related behavior and are rapidly changing beyond our understanding of the impact on welfare. Consumption of online media directly indicates an increasing dependency on digital platforms, meaning that users depend on online media for various reasons and purposes, although entertainment remains the dominant factors, educational and informational support and assistance is the other powerful factors accelerating dependency online media among the young generation. (Habes et al., 2023) said that online media dependence is caused by the student personality, awareness and emotional stability, student demographic conditions. The dimensions used to measure online media dependency are, first; spend time using digital media platforms. Second; always follow the

information on various digital media platforms. Third; has many types of media platforms. Fourth; has many types of information activities on digital media platforms (Ma & Wan, 2022)

Information needs to dependency on online media

Information is data that is processed into a form that is useful for making decisions, therefore information is very useful for decision makers. The availability of information can reduce uncertainty (increase knowledge). (Rusdiana, 2014:76) . Quality information is information that is accurate, relevant and on timely, and is also strategic information that can be used for personal, business and government purposes in making decisions. (Dalle et al., 2020:3) . The use of technology as a source of information causes five shifts, namely: a) from training to performance; b) from the classroom to anywhere and anytime; c) from paper to online; d) from physical facility to network facility; e) from cycle time to real time. (Sharif Hidayatullah, 2021:8) . Students have a positive attitude towards online media as a source of information so that most of them consider internet information to be more available or capable than printed resources, searching for information on the internet is easier than that on printed resources, information on the internet is more diverse than printed information. This encourages the frequent use of online media by students so that it has an impact on high dependence on online media (Soleymani et al., 2016) .

H₁ : Positive Relationship between Information Needs and Online Media Dependence

Study Needs to Dependency on Online Media

The presence online media that supports academic activities is very useful for online learning. (AR et al., 2021). Online media can be a learning entrepreneurship and fostering interest in entrepreneurship for teenagers. People feel easier to buy things without leaving the house. (Yohanna, 2020) . The definition of learning needs with online media technology as a multidimensional concept includes: a) a systematic process involves the application of knowledge in solving the learning problems; b) products such as textbooks, audio programs, television programs, computer software and others; c) a profession consisting of various occupational categories; d) is a specific part of education. (Fahyuni, 2017:16). The use of the internet for learning purposes increase the positive influence of student *online media dependence* (Salubi et al., 2018).

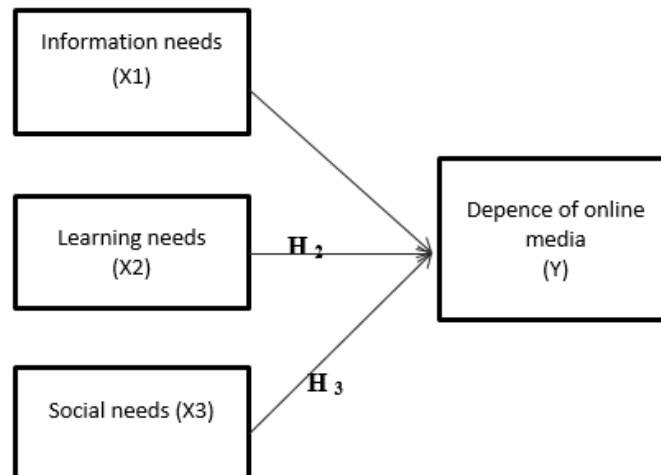
H₂ : Positive Relationship between Learning Needs and Online Media Dependence

Social Needs to Dependency on Online Media

Teenagers need dynamic social relations that involve individuals, between groups, and between individuals and groups. Factors driving social interaction are: a) imitation, namely behavior to imitate someone's attitudes, actions and behavior or physical appearance; b) Suggestion is influence of the soul or actions so that thoughts, feelings and will affected and thus people believe what is desired from him; c) Identification means an attitude of tendency or desire to be the same as other people; d) sympathy, which shows a sense of interest in other people (Abidin, 2017:25). Online media addiction as a social need is a form of internet addiction. (Sareen & Jain, 2022).

H₃ : Positive Relationship between Social Needs and Online Media Dependence

The framework is structured as follows:



3. Method

Types of research

This is a qualitative research using a mixed method approach. Researchers are interested in using this qualitative method because this research uses numerical data or in the form of numbers which are analyzed and then interpreted so that the results provided will be measurable and fulfill objectives which are not contaminated by the researchers' personal perception or just from one or two individuals. Paramita explains that the quantitative method studied contains numbers and statistics which is a technique for quantitative data analysis (2021). In quantitative research hypothesis testing uses a deductive approach. Characteristics of quantitative research also use traditional, positivist, experimental or empirical paradigms.

Data collection

In this research, the researchers use the questionnaire method. Priadana & Sunarsi said that researchers can use one technique or a combination of data collection techniques from questionnaires or interviews depending on the problem they are facing or investigating (2021, pp.155). Hardani et al said that the quality of instruments and the quality of data collection techniques greatly determine the quality of research raw materials (2020).

Population and Sample

Population

The population in general is all research subjects. The calculated values and values obtained from this population are called parameters. The population is a group of people whose characteristics are being studied, and if the population is too large, the researcher must take a sample to study. It means that all objects that must be studied, and the results of the research are applied to the population (Abdullah, 2015, pp.127). The population in this study is 100 people.

Sample

The sample type of this research is non-probability sampling using the accidental sampling method. Garaika & Darmanah state that sampling technique is a way to determine the sample used in research (2019, pp.59). Non-probability sampling is a sample determination that only gives a chance to samples that have characteristics determined by the researcher. The accidental sampling method is applied by selecting respondents who the researcher meets when sees the

respondent according to the sample criteria. The criteria for determining the sample are as follows:

1. Respondents are students who have active social media
2. Respondents are under 25 y.o.
3. Respondents have cell phones

Instrument

Quantitative measurements are used with a scale of 1-5. According to (Sugiyono, 2018: 152) the Likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena. In this study, the variables of information needs, learning needs and social needs for online media dependence; these measurements can be seen as follows:

Table 1. Instrument

No	Research Variable	Indicator	Grain	Likert Scale
1	Online media dependence	Spending time using digital media platforms	1-2	1-5
		Always follow information on various digital media platforms	3-4	1-5
		Has many types of digital media platforms	5-6	1-5
		Many types of information activities are carried out on digital media platforms	7-8	1-5
2	Information needs	From training to performance	1-2	1-5
		From the classroom to anywhere and anytime	3-4	1-5
		From paper to "online"	5-6	1-5
		From physical facilities to network facilities	7-8	1-5
		From cycle time to real time	9-10	1-5
3	Study needs	Looking for solutions in learning	1-2	1-5
		Products such as books, audio programs, television programs, computer software and others.	3-4	1-5
		A profession that consists of various job categories	5-6	1-5
		Specific part of education	7-8	1-5
4	Social Needs	Imitation	1-2	1-5
		Suggestion	3-4	1-5
		Identification	5-6	1-5
		Sympathy	7-8	1-5

Data Analysis

Data Quality Test

The data quality test is a test of question items or questionnaire statements; the results will show the extent to which the measuring instrument can measure what the researcher wants to measure.

Validity Test

The validity test is a test of question items or questionnaire statements supported by a total score. The data tested must display an equivalence score (high correlation) to the total item

score. Thus, the *Pearson product moment* correlation test is appropriate for determining the validity of an item question or statement because this test looks at the correlation between 'Quest Items' and 'Overall Question Score'. (Setyawan, 2022:2) . Researchers will fulfill the valid requirements for question items or statements using the *Corrected Item-Total Correlation method* if they show an r-count value > r-table. The value of r-table can be known with the condition that *the degree of freedom* (df)=n-2, n is the number of samples. (Purwanto, 2018: 90).

Reliability Test

This test has a relationship with the level of confidence in the research instrument. This test will show good results if the results of the test show fixed. When the results show fixed and a change, the change is meaningless. (Setyawan, 2022: 7). Using SPSS, the reliability results can be known by looking at the results of the *Cronbach Alpha value*. Data will reliable if *Cronbach alpha* > 0.60 and vice versa . (Purwanto, 2018 : 105)

Classical Assumptions Test

This test determines regression model has residual normality, multicollinearity, linearity, autocorrelation and heteroscedasticity. A good linear regression model is if the model has several classical assumptions, ie. residual data is normally distributed, there is no multicollinearity, autocorrelation and heteroscedasticity (Purnomo, 2016, pp.107).

Normality Test

Researchers used the data normality test using the Kolmogorof Smirnof technique and the P-Plot Normal Curve. The normality test requires that the residual data is normally distributed, this is where the quality of the data is tested. Purnomo emphasizes that the one-sample Kolmogorov Smirnov normality test from standard residual regression, data that is normally distributed will show residuals that have a sig value > 0.05 (2016, pp.83).

Uji Heteroskedastisitas

Dalam penelitian ini uji heterokedastisitas di lakukan dengan cara uji Glejser menurut (Widana & Muliani, 2020:56) menjelaskan bahwa Heterokedastisitas adalah varian residual yang tidak sama pada semua pengamatan di dalam model regresi. Macam-macam uji heteroskedastisitas salah satunya yakni uji Glejser. Uji Glejser yakni antar variabel independen dengan variabel dependen di regresikan dengan pencapaian absolut residual lebih dari 0,05 maka tidak terjadi masalah heteroskedastisitas.

Multicollinearity Test

Multicollinearity is an almost perfect correlation or relationship between independent variables. A good regression model should not have nearly or perfect correlations. The correlation coefficient is unclear and there is a large error which is the impact of multicollinearity. (Purnomo, 2016: 84) said high variance due to multicollinearity in the regression model causes inaccurate data estimation. There is no multicollinearity if the VIF value is <10 and >0.1 (Ratna Wijayanti Daniar Paramita, 2021: 86)

Autocorrelation Test

It is as a correlation between observation's members with observations at different times. This test determines the correlation between one residual and other residual. (Ratna Wijayanti Daniar Paramita, 2021: 86). In order to achieve a feasible regression model, there must be no autocorrelation. Autocorrelation testing uses the Durbin-Watson test (DW test) or $du < d < 4-du$ (Purnomo, 2016:137).

Coefficient Determination Test (R²)

Determination coefficient (R²) Namely identifying the coefficient of determination. After the numbers obtained in the test are changed to %, then the contribution of the independent variable to the dependent can be known. (Purnomo, 2016:154) . This test is one way to measure the role of X on Y. (Suyono, 2015:80).

Hypothesis test

t-test

T-test inform the rejection or acceptance of the hypothesis and indicating whether or not there is an independent influence on the dependent. (Muhid, 2019:41) . The criterias used to accept or reject the hypothesis are as follows:

- If $t_{-count} \geq t_{-table}$ and $sig \leq 0.05$, then partially the influence of information needs, learning needs and social needs on online media dependence is positive and significant or H_a is accepted.
- If $t_{-count} \leq t_{-table}$ and $sig \geq 0.05$, then partially there is no influence between information needs, learning needs and social needs on online media dependence which is positive and significant or H_a is rejected.

4. Result and Discussion

Result

Validity Test

Based on the validity test of 100 respondents, statements were declared valid can be seen in the following table: the significant test is carried out by comparing the value of r count with r table for degree of freedom (df) = n-2. In this study, the number of samples n (112), then the number of df can be calculated $112-2 = 110$ and alpha = 0.05 obtained by a two-way test that is 0.156, if r count > r table and is positive. The results of the validity test on the research indicators can be seen in the following table:

Table 2. Output Uji Validitas

Statement	r count	Posisi	r tabel	Interprestasi
Y1	0,926	>	0,156	Valid
Y2	0,923	>	0,156	Valid
Y3	0,862	>	0,156	Valid
Y4	0,758	>	0,156	Valid
Y5	0,628	>	0,156	Valid
Y6	0,588	>	0,156	Valid
Y7	0,872	>	0,156	Valid
Y8	0,809	>	0,156	Valid
X1.1	0,594	>	0,156	Valid
X1.2	0,57	>	0,156	Valid
X1.3	0,649	>	0,156	Valid
X1.4	0,591	>	0,156	Valid
X1.5	0,652	>	0,156	Valid
X1.6	0,636	>	0,156	Valid
X1.7	0,574	>	0,156	Valid

Statement	r _{count}	Posisi	r _{tabel}	Interprestasi
X1.8	0,607	>	0,156	Valid
X1.9	0,374	>	0,156	Valid
X10	3670	>	0,156	Valid
X2.1	0,659	>	0,156	Valid
X2.2	0,635	>	0,156	Valid
X2.3	0,571	>	0,156	Valid
X2.4	0,704	>	0,156	Valid
X2.5	0,603	>	0,156	Valid
X2.6	0,676	>	0,156	Valid
X2.7	0,599	>	0,156	Valid
X2.8	0,676	>	0,156	Valid
X3.1	0,926	>	0,156	Valid
X3.2	0,923	>	0,156	Valid
X3.3	0,862	>	0,156	Valid
X3.4	0,758	>	0,156	Valid
X3.5	0,628	>	0,156	Valid
X3.6	0,588	>	0,156	Valid
X3.7	0,872	>	0,156	Valid
X3.8	0,809	>	0,156	Valid

Based on table 2, the results of the data validity test show numbers above 0.156 so that it can be said that variable Y fit research's requirement.

Reability Test

Decision making in reliability testing is carried out by looking at the Cronbach's Alpha value of each variable.

Table 3. Reliability Test Output

No	Variable	Cronbach Alpha	Position	r _{alpha}	Interpretation
1	Online Media Dependence (Y)	0,788	>	0,7	Reliable
2	Information needs (X1)	0,732	>	0,7	Reliable
3	Learning needs (X2)	0,752	>	0,7	Reliable
4	Social needs (X3)	0,771	>	0,7	Reliable

In the reliability test, all variables have a Cronbach Alpha value that is $> r_{\alpha}$ value so that all variables have reliable data quality and can be used for further testing.

Classical Assumptions Test

Normality test

The research data fit the normality requirements after having the *Kolmogorov-Smirnov normality test* indicated by the *asypm* value. *Sig. (2-tailed)* of $0.200 \geq 0.05$ is shown in the table below.

**Table 4. Kolmogorov-Smirnov Test Output
One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		111
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	479.588.820
	Absolute	.180
Most Extreme Differences	Positive	.149
	Negative	-.180
Test Statistic		.180
Asymp. Sig. (2-tailed)		.200 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Heteroscedasticity Test

The requirements for residual research data must be consistent during observation with reference to a significance value of ≥ 0.05 .

**Table 5. Heteroscedasticity Test Output
Coefficients^a**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	3,71E-12	4.711		.000	1.000
1	Information need on online media dependence	.000	.096	.000	.000	1.000
	Learning need on online media dependence	.000	.147	.000	.000	1.000
	Social need on online media dependence	.000	.073	.000	.000	1.000

a. Dependent Variable: Unstandardized Residual

The residual data for each research variable shows a sig value of $1.000 \geq 0.05$ for both information needs, learning needs, social needs and online media dependence. It means the data requirements for not experiencing heteroscedasticity symptoms are fulfilled.

Multicollinearity Test

This test is to identify the independent variables with reference to a tolerance value of > 0.01 while a VIF value < 10 .

Table 6. Multicollinearity Test Output Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	3,71E-12	4.711		.000	1.000		
1 Information need	.000	.096	.000	.000	1.000	.764	1.309
Learning need	.000	.147	.000	.000	1.000	.744	1.344
Kebutuhan sosial	.000	.073	.000	.000	1.000	.889	1.125

a. Dependent Variable: Unstandardized Residual

The residual research data fulfills the requirements and no symptoms of multicollinearity in all independent variables which are (X1) → VIF value is 1.309 < 10, with a tolerance of 0.764 > 0.01. X2 → VIF value 1.344 < 10 is at tolerance 0.744 > 0.01. And, X3 → VIF value 1.125 < 10 is at tolerance 0.889 > 0.01.

Autocorrelation Test

This test is to see the relationship between research data; no correlation in a certain time interval. Referring to the Durbin Watson method, the conditions met are $dU < d < 4 - Du$. This study used 111 samples and 3 independent variables, obtained a dL value of 1.6355 and a dU of 1.7363.

Table 7. Autocorrelation Test Output Summary Model^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.600 ^a	.750	.028	486.265.551	1.229

a. Predictors: (Constant), Social needs, Information needs, Learning needs

b. Dependent Variable: Unstandardized Residual

Residual data has shown no symptoms of autocorrelation indicated by a DW value of 1.229 and substituted in the equation test conditions $dU < d < 4 - dU$ ($1.7363 < 1.229 < 2.2637$).

Coefficient of determination Test (R²)

This test is to determine the magnitude of the composition of the independent variables contributes to the dependent variable.

Table 8. Coefficient of Determination Output (R²) Summary Model^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.600 ^a	.750	.028	486.265.551

a. Predictors: (Constant), Social needs, Information needs, Learning needs

b. Dependent Variable: Unstandardized Residual

This study proves that the independent variables of X1, X2, and X3 contribute 0.750 or 75% (0.75×100) to Y, which is shown through R Square value.

Hypothesis Test

This test identifies the effect of the independent variables on the partially dependent. This test will refer to the value of *the degree of freedom* (df) or degrees of freedom at alpha 0.05

listed in the t-table. The df value is calculated by $N-2$ for two tails ($111-2 = 99$) on the order of 99 t-table shows a value of 1.660, so have an impact if the t-count value exceeds the value of 1.660 with $\text{sig} \leq 0.05$.

Table 9. t-test output

Model	Unstandardized Coefficients ^a		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
	(Constant)	30.622	4.711		6.500
1 Information need	.117	.096	.313	3.730	.024
Learning need	.001	.147	.199	1.973	.007
Social need	.043	.073	.371	0.999	.016

a. Dependent Variable: Ketergantungan Media Online

This study proves that partially X1, X2, and X3 are positively and significantly related to Y. It can be seen that X1 have a t-count value of $3.730 \geq 1.660$ with a significance level of $0.02 \leq 0.05$. X2 have a t-count of $1.973 \geq 1.660$ with a significance level of $0.00 \leq 0.05$. And, X3 has a t-count value of $0.999 \geq 1.660$ with a significance level of $0.01 \leq 0.05$.

Discussion

The Relationship between Information Needs and Online Media Dependence

This study provides evidence that partially X1 is positively and significantly related to Y as indicated by the t-count value of $3.730 \geq 1.660$ with a significance level of $0.02 \leq 0.05$.

The use of online media to search for information in different contexts is able to show different and more nuanced information findings for students. Kim & Sin said the quality of information influences the taken of information on digital platforms through the credibility (2015). Jiang *et al* said although online media can fulfill information needs, but internet addiction is a problem; it is not a mental disorder, but necessity and lifestyle (2021). Kurniasih said students also use online media to do online business, such as cosmetic or cloth selling (2016). And also they get more information from outside friend (Restuning *et al.*, 2022).

The Relationship between Learning Needs and Dependence on Online Media

This study provides evidence that partially X2 has a positive and significant relationship to Y as indicated by a t-count value of $1.973 \geq 1.660$ with a significance level of $0.00 \leq 0.05$.

Online learning fulfill society needs and job market because of the flexible time. Syarif Hidayatullah said that even though printed books are still one of the fundamental resources for students, the user of e-books are more increasing (2021, pp.68). They find accurate information about their educational needs; they will perform well-academic than student who is unable to find proper information (Soleymani *et al.*, 2016). (Miraj *et al.*, 2021). One of the positive impacts is that students get learning information quickly (Yohanna, 2020). Educators should direct students to web pages and library tools or recommend any e-books related to academic activity. Digital learning can overcome scholastic stress because they can perform well academically. Wu *et al* said online media help students complete assignments and exams (2023). However, the consequence is the time on screen increase (AR *et al.*, 2021).

The Relationship between Social Needs and Online Media Dependence

This study provides evidence that partially X3 have a positive and significant relationship to Y as indicated by a t-count value of $1.999 \geq 1.660$ with a significance level of $0.01 \leq 0.05$.

The problem of using online media is a consequence of spending time on it. Zhuang *et al* states social media addiction in students is positively correlated with behavioral and emotional

problems, attention deficit/hyperactivity, peer problems and poor sleep quality, and negatively correlated with prosocial behavior and sleep efficiency. online media as social media is a big problem on their lives and affects academic performance (Sümen & Evgin, 2021). Professors, counselors, students, and academic leaders to take appropriate action to prevent harmful uses of and attitudes toward media and technology and to effectively promote awareness regarding the high risk of addiction among young students. (Sabbah *et al.*, 2019).

5. Conclusions

This study find that X1, X2, and X3 are partially positively and significantly related to Y. X1 is positively related to Y and X2 negatively and dan significantly related to Y.

Parents and lecturers must support the dependence of online media as a source of information because it has a positive impact because students also use online media for online selling so that they can support their family and personal economy. They should also introduce e-books to students who do not have a dependency on online media as a means of learning information because digital books obtained online improve academic performance due to ease and timely access compared to physical books. However, they must also supervise such as giving interventions and time limits for using online media as a means of interaction because it was found that there were negative effects of dependence on online media as interactions such as lack of sleep and resulted in decreased academic performance which resulted in excessive anxiety when not interacting in online media and lack of virtual interaction which actually limits their movements, such as lack of adaptation and empathy with neighbors, etc.

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